

# **SCHOOL PSYCHOLOGY NEWSLETTER**

## **University of Wisconsin-La Crosse, Spring 2018**

**Volume 40, No. 1**

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### **From the Director's Desk**

**By Joci Newton, SPY Faculty**

We're just closing on another great year in the UWL School Psychology program! This is my second (and last) year of wearing the director's hat. This summer, I'll hand that role back to Dr. Dixon. While I've really enjoyed the opportunities for growth, I'm really looking forward to some special projects in the next year to get back into the school setting interacting with kids and school-based professionals.

We've accomplished a lot this year. Our interns just visited us for Roundtable and are completing their first successful year in the workforce. It was so nice to see them all and hear about the impactful relationships they are establishing across Wisconsin and Minnesota school districts.

Our second year cohort presented their capstone research projects at NASP in Chicago and here at the Celebration of Learning and Research at UWL. As is usual, their main priority this spring was obtaining the 'ideal' employment for fall, 2018. At this point, almost all of them have jobs! Wow! We are so proud of them, and can't wait to see what they accomplish next year.

The first year cohort also had a great year getting acclimated to School Psychology. They survived the traditionally work-intensive spring-of-first-year semester, supporting each other through all of the ups and downs that practicum brings. They are now getting ready for their "tweener" summer, where they will design capstone research project proposals to NASP in Dr. Dixon's summer course. Of course, the highlight of the summer will be the tweener outing (kayaking) and the cookout!

In the fall, we're expecting a full incoming cohort of 12 students, so we'll be at full capacity. We're excited to welcome these new students into the School Psychology profession.

Finally, the faculty have remained steady and productive. Dr. DeBoer is making a significant positive impact at Northside Elementary School (School District of La Crosse) to support children with trauma backgrounds. Dr. Dixon is wrapping up his leadership in the Art Department at UWL and getting ready to transition back into the director role. And Dr. Hyson completed a semester of professional practice release working in the West Salem School District to more fully understand Emotional Behavior Disability evaluations to inform his teaching. Dr. DeBoer and Dr. Hyson's work are highlighted later in this newsletter. Teresa continues to hold down the fort and keep us all on task—what would we do without her???

In closing, I'm thankful for the opportunity to lead and work in such a successful program with high achieving students, committed colleagues, and dedicated alumni. I am even more thankful for the grace and patience many of you extended to me in my short stint as program director. If there is anything we can do to support you in your professional endeavors, please let me know!

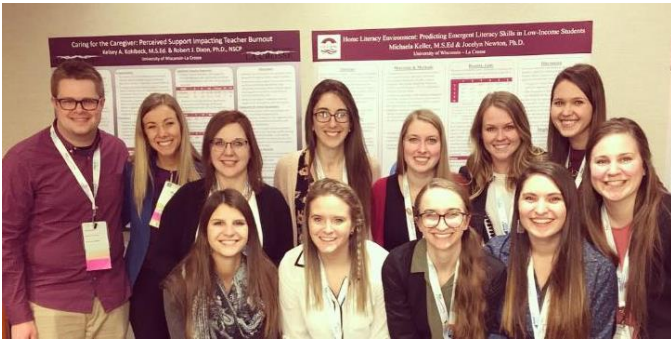
### **2018 NASP Student Reflections**

#### **Chicago, Illinois**

**by Michaela Keller, 2<sup>nd</sup> Yr Student**

We are the "Power of One". Our ability to create connections with our students, families, schools, and communities has never been more relevant than now. During our time at the NASP convention, we became aware of the tragic school shooting in Parkland, Florida. Rather than professionals jumping to conclusions as the media spewed out unverified facts, thousands of school psychologists came together to share resources, stay focused on the facts, and contribute to the discussion about what we know works to prevent violence and keep our students safe. The tone of the convention reiterated that we have a powerful voice. Exercising that voice,

especially regarding our student’s increased social and emotional struggles, is in the best interest of our students, families, schools, and communities.



Besides attending sessions, all twelve of the second year students were accepted to present our capstone research projects during the convention’s several poster sessions. This was an exciting time for us to share our findings, meet well-known practitioners, and share our enthusiasm of the field with those that share similar interests.

Aside from our busy days networking, attending sessions, and presenting research, we were able to take some time to explore Chicago. From savoring Giordano’s famous deep-dish pizza to enjoying iconic southern dishes and live music at the House of Blues Chicago, the flavor-packed cuisine was an appreciated alternative for a week. Additionally, many of us were able to take in the views from Navy Pier and visit the Chicago Cultural Center.

Altogether, this experience was much more than any of us could have ever imagined. We greatly appreciate the support from our sponsors, the Psychology Department, and our faculty in helping us get to experience such an extraordinary opportunity.

## NASP 2018 Presentations

**Professors:** At the Trainers of School Psychologists



Meeting on Feb 13, 2018 in Chicago, IL just before NASP, a poster was presented by Robert Dixon, Betty DeBoer, Dan Hyson and Jocelyn Newton –

Case Conceptualization: Lessons Learned and Program Changes

**Past Professors:** A Mini Skills Workshop was presented by Milt Dehn on “Assessment of Executive Functions in Students Referred for SLD”

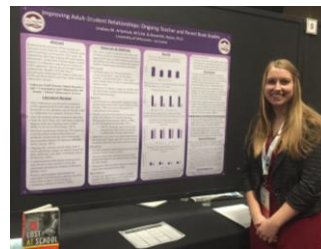
### Alumni:

Jeremy Ford (Class of 2007), Sarah Conoyer, Erica Lembke and John Hosp had a poster presentation on “Curriculum-Based Measurement for Middle School Science: A Comparison of Tools”

Jeremy Ford (Class of 2007), Kristen Missall, Michelle Hosp and John Hosp had a paper presentation on “Examining Curriculum-Based Measurement and Gating Procedures for Early Literacy Screening”

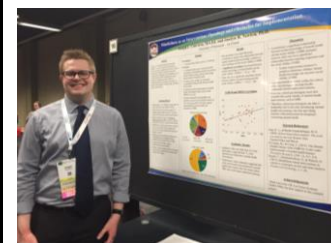
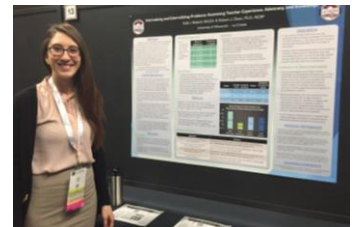
Josh Binder and Kate Konop-Wolf (Class of 2004) conducted a practitioner conversation on “Is Your Approach to Suicide Prevention Comprehensive?”

## Graduate Student Poster Presentations - Spring 2018



Improving Adult-Student Relationships: Ongoing Teacher and Parent Book Studies by Lindsey Artymiuk (left) and Dan Hyson. She presented at NASP and the Celebration of Learning/Research Day at UWL.

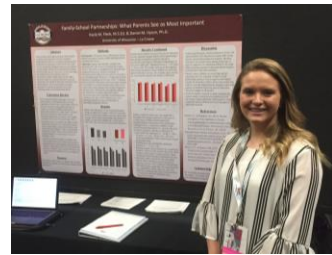
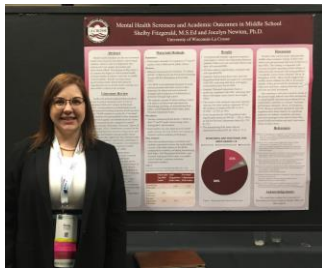
Internalizing and Externalizing Problems: Examining Teacher Experience, Advocacy, and Knowledge by Kalli Boland (right) and Rob Dixon. She presented at NASP and the Celebration of Learning/Research Day at UWL.



Mindfulness as an Intervention: Openings and Obstacles for Implementation by Joe Converse (left) and Joci Newton. He presented at NASP and the Celebration of Learning/Research Day at UWL.

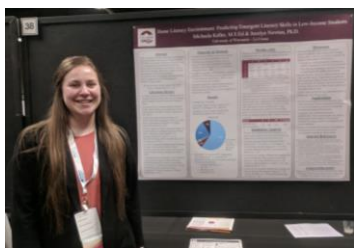
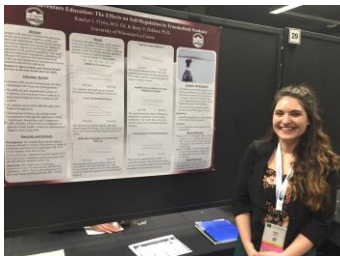
at UWL.

Mental Health and Academic Outcomes in Middle School by Shelby Fitzgerald (right) and Joci Newton. She presented at NASP and the Celebration of Learning/Research Day at UWL.



Family-School Partnerships: What Parents See as Most Important by Kayla Fleck (left) and Dan Hyson. She presented at NASP and the Celebration of Learning/Research Day at UWL.

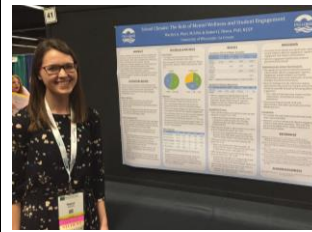
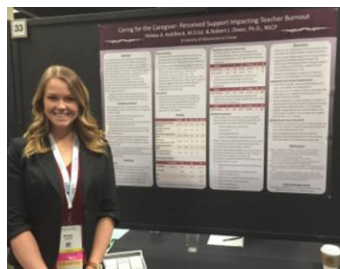
Outdoor Adventure Education: The Effects on Self-Regulation in Traumatized Students by Kate Flynn (right) and Betty DeBoer. She presented at NASP and the Celebration of Learning/Research Day at UWL.



Home Literacy Environment: Predicting Emergent Literacy Skills of Low-Income Students by Michaela Keller (left) and Joci Newton. She presented at NASP and the Celebration of Learning/Research Day

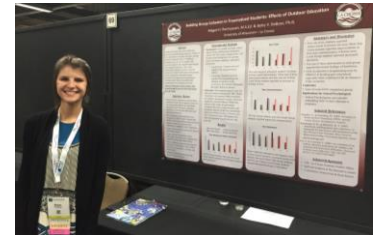
at UWL.

Caring for the Caregiver: Perceived Support Affecting Teacher Burnout by Kelsey Kohlbeck (right) and Rob Dixon. She presented at NASP and the Celebration of Learning/Research Day at UWL.



School Climate: The Role of Mental Wellness and Student Engagement by Rachel Pfarr (left) and Rob Dixon. She presented at NASP and the Celebration of Learning/Research Day at UWL.

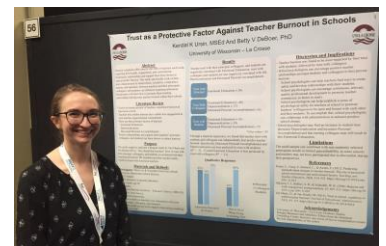
Building Group Cohesion in Traumatized Students: Effects of Outdoor Education by Megan Rasmussen (right) and Betty DeBoer. She presented at NASP and the Celebration of Learning/Research Day at UWL.



Building Competency in Traumatized Students: Effects of Outdoor Adventure Education by Morgan Schilz (left) and Betty DeBoer. She presented at NASP and the Celebration of Learning/Research Day at UWL.

Building Competency in Traumatized Students: Effects of Outdoor Adventure Education by Morgan Schilz (left) and Betty DeBoer. She presented at NASP and the Celebration of Learning/Research Day at UWL.

Trust as a Protective Factor Against Teacher Burnout in Schools by Kendal Ursin (right) and Betty DeBoer. She presented at NASP and the Celebration of Learning/Research Day at UWL.



## The Suzanne Allard Award by Rob Dixon, SPY Faculty

Every year, at the Spring gathering of the Wisconsin School Psychologists Association, awards are distributed to deserving individuals that have set themselves apart from their peers. In the last two years, we were honored to have the last two Allard Award winners attend UW-La Crosse. Candidates for the Allard Award are Ed.S. graduate students who are recommended by the faculty

at their training programs based on outstanding academics, research skills, and strong leadership skills.

**Laura Sommers** (2017) was nominated by Dr. Daniel Hyson. Ms. Sommers is described as intellectually curious with a strong passion for and commitment to learning. Ms. Sommers' commitment to learning has led her to not only have a strong academic standing in her graduate program, but also to implement what she is learning in her practicum sites. Ms. Sommers' capstone project evaluates the effect of a book group focusing on Ross Greene's *Lost at School* on participants feelings of self-efficacy in managing classroom behaviors and their students' perceptions of relationships with teachers and para-educators. Ms. Sommers is also committed to practicing in a rural school district, recognizing that students in these areas of the state have unique and unmet needs.

**Kayla Fleck** (2018) was nominated by Dr. Betty DeBoer, citing her exceptional academic standing and interpersonal skills. She has been described as extremely conscientious and thorough with tasks she is presented with, while also remaining flexible given the ever changing demands of the field of school psychology. She is always willing to "pitch in" to help whether it is in her practicum placements, the graduate program, or in the community. Her graduate research is focused on building strong family-school partnerships, and her organization and leadership were integral to the success of a faculty member's research projects on trauma informed care in schools.

We are proud of our student accomplishments – both that have been recognized by others in a formal way and those that go appreciated by the children and families that our students have impacted.

## **WSPA Spirit Award for Fall 2017: "One Call Away" by Michaela Keller & Lindsey Artymiuk, 2<sup>nd</sup> Year Students**

This year's WSPA Spirit Award Competition was held at the fall WSPA conference in Oconomowoc. It was filled with witty parodies composed by first and second year school psychology graduate students from both the University of Wisconsin-Whitewater and the University of Wisconsin-La Crosse. UWL, having had brought home the WSPA Spirit Award for the past three years, was eager to maintain their champion status. The Whitewater students performed parodies of "I'll Be

There for You" by the Rembrandts, and "Just Dance" by Lady Gaga. Our UWL first year students performed a comical rendition of "Piano Man" by Billy Joel, each wearing one of Dr. Dixon's famous ties. These parodies weren't enough to beat the UWL second year students in their clever and entertaining parody of "One Call Away" by Charlie Puth which ultimately brought home the coveted WSPA trophy for the fourth year in a row!

### **One Call Away Winning Lyrics:**

I'm only one call away  
I'll be there to collaborate  
Hattie got nothing on me  
I'm only one call away

Call me teacher if you need a test  
I just wanna take your stress away away away  
Sending surveys so please fill them out  
No matter where we go, we can still do CICO

I'm only one call away  
I'll be there to collaborate  
Ross Greene got nothing on me  
I'm only one call away

Come along with me and let's prepare  
I just wanna do Tier I, CBM CBM CBM  
You and me can make an eval plan  
For now, we'll do Tier 2 for a while  
Cuz you know, I just wanna do RTI  
No matter where we go, you know you're not alone

I'm only one call away  
I'll be there to collaborate  
Woodcock got nothing on me  
I'm only one call away  
And I'll be here, when you're gone  
I'm gonna keep my GroupMe on  
Now don't you worry, we'll still write songs  
And when your meetings go too long, just think of all our fun

We're only one call away  
We'll be there to save the day  
Old cohorts got nothing on us  
We're only one, we're only one....  
Call away we'll be there to save the day  
Distance will have nothing on us  
We're only one call away  
We're only one call away

## UW-La Crosse School Psychology Leadership Award by Rob Dixon, SPY Faculty

When we started this award a dozen years ago, I thought the plaque looked so barren. Slowly over the years, it has filled and at this point, we will need a new plaque for next year! While we have had a lot of fantastic students pass through our halls, these are the ones that were voted on by the students and faculty who demonstrate positive leadership, scholarship, and a commitment to the ideals of the UW-La Crosse School Psychology Program through their practice in serving children, families, and school systems.



for the \$1,250 award in their first year and reapply for the next two years! We appreciate the generosity of Jay and Janet and their commitment to the program and to our students. Since this is a new scholarship, we thought it is important to know a little more about our donors.

After obtaining B.S degrees from UW-L, Janet and Jay initially met while they were each working in group homes for Coulee Youth Centers in La Crosse. Janet went on to graduate school and completed the UWL School Psychology program in 1981. They relocated to the Fox Valley area, where Janet served as a school psychologist in the Kimberly School District for many years. Jay initially worked for the Big Brothers / Big Sisters program, but after a brief time, he applied his psychology and organizational skills to the health care industry, serving in executive management positions at Touchpoint Health Plan, United Healthcare, and finally as President and CEO at Health Payment Systems, where he continues to serve as a Strategic Advisor. A little known fact: after her retirement from school psychology, Janet applied her behavioral skills to the canine field, training service dogs. Some of her friends think of her as a female “dog whisperer.” Now that Janet and Jay are both retired, they have more time to spend with their two daughters and their families, including special moments with each of their six



## Introducing the Jay and Janet Fulkerson School Psychology Scholarship by Rob Dixon, SPY Faculty & Mary Jo Snow, Class of 1980

UW-La Crosse is proud to announce a brand new scholarship designed specifically for school psychology students. Incoming students can apply

grandchildren! Janet and Jay embody the philosophy of servant leadership, actively volunteering and serving on boards of several community organizations and for their church. Janet has continued to use her school psychology skills when serving as a resource for families in need of services in the Fox Valley area. They love to travel, golf, follow the Packers and Brewers, and also spend time with their golden retriever, family, and friends - especially at their cottage on Lake Arrowhead in Rome, WI. UWL and the School Psychology program have remained close in Janet and Jay's hearts, and they feel strongly about supporting the training of future school psychologists.

## **Trauma Informed Schools: An Approach that Benefits All Students**

by Betty DeBoer, SPY Faculty

A student arrives at school in soiled clothes with no backpack or clear idea of where he will sleep at night. The student's parents were recently evicted from their apartment, and he walked to school from a nearby shelter.

As the school day goes on, the student is in a hyper-aroused mental state. Seemingly small things such as having an incorrect answer on an assignment or cancelling recess provoke an outburst.

Although a hypothetical example, Northside Elementary Principal Laura Huber has seen similar situations at her school. The common theme is this: a student arrives at the school under extreme stress, is unready to learn and has difficulty controlling his or her emotions based on a traumatic event.

About three years ago, Northside staff were noticing an increase in children coming to school who were experiencing trauma. Then, in March 2017, Northside's School Counselor Melani Faye invited UW-La Crosse School Psychology Professor Betty DeBoer and Chileda's School Counselor Chris Nelson to train staff on trauma informed education, an emerging idea in school psychology programs and educational settings across the country.

Adults in a trauma-informed school are trained on how to think about and react when students come to

school with potentially traumatizing stress, whether it is caused by unstable home lives, life-changing family events such as caregiver military deployment or significant illness, or attachment-related issues that started at birth. Instead of focusing on a student's outward behavior issue, teachers think about how outward behavior may be the result of what's going on inside the brain such as how neural pathways were formed in early development or how a student's current psychological state is impacting his or her ability to handle the task at hand. Understanding these inner struggles can be the key to helping these students reconnect and begin making new, healthier neuro pathways.

Trauma informed schools also have systems to support teachers so the school can be a safe and respectful environment that promotes healthy relationships, self-management, and academic skills. Additionally, teachers have colleagues who they can go to for help.

With funding from several grants, DeBoer was invited back to Northside Elementary this academic year to support it in becoming a trauma informed school. She is assessing the school's strengths and needs to become trauma informed. She has observed classrooms, interviewed faculty, and conducted surveys of staff, students and parents. A dozen school psychology graduate students and almost another two dozen undergraduate teacher education and psychology students have helped her with the needs assessment thus far.

Over the next year, DeBoer aims to help the school develop policies and procedures, provide staff training and expand supports based on what she has found. The goal is to ensure that students who are experiencing trauma and need support are getting it, cultural issues are considered and the environment is welcoming.

"Often, the secret of being a trauma consultant is recognizing that the staff have many insightful suggestions," says DeBoer. "It is a matter of finding and organizing them within a trauma informed framework."

About 15-20 UWL teacher education candidates who are completing field school or student teaching at Northside Elementary and Coulee Montessori (located in the same building) are also learning from DeBoer's work. Watching her presentations and visiting classes, they are beginning to understand how they might better respond when a student is triggered by an issue like homelessness in their future classrooms, says Alyssa Boardman, assistant professor of Educational Studies.

"They (student teachers) need to be part of this

process so they can learn what it means to have a trauma lens,” explains Boardman.

### **Holding up the Trauma Lens**

One of DeBoer’s major goals is to help Northside staff see behavior through the trauma lens. That means recognizing three areas that need attention in traumatized students:

1. **Attachment or relationships.** Some students have not learned to view adults as safe people. Through past experience, they believe that even those adults who are kind may leave them or hurt them eventually. These maladaptive beliefs lead children to believe they are unsafe in school. This makes it hard for teachers to connect. Teachers will learn how to help these students feel safe in school, develop healthy relationships, and be ready to learn. At times, school counselors or school psychologists are also part of this process.
2. **Self regulation.** The ability to self regulate starts at birth and is developed through healthy attachment with a primary caregiver. Some children may not develop self regulation in an expected manner due to the lack of early prerequisite experiences with their primary caregiver. As a result, often undetectable triggers — a particular voice, touch, look, request, sight, smell or kind of food — can provoke an outburst or withdrawal. What is perceived outwardly as misbehaving, may be a physiologically based fight, flight or freeze response.
3. **Competence.** Some students have not learned life-related skills before coming to school. For instance, they may not have been taught at a young age how to take turns, socialize, or handle personal needs such as showering and brushing teeth. They frequently have deficits in executive functioning skills that result in difficulties understanding cause and effect, sequencing, planning and memory. Additionally, they may have had fewer opportunities to develop motor and language skills than their classmates. These gaps in knowledge may make it hard for them to attend to instructions, develop healthy relationships or follow routines in a classroom.

Using the trauma lens can completely change a teacher’s response. For instance, it may make more

sense to have a student get materials out of a sensory toolbox in a safe spot to calm down as they are starting to get frustrated rather than to put them in time out after they have a breakdown.

“Basic classroom management skills work well for children who trust adults, have an interest and investment in pleasing adults, and who believe they are physically and psychologically safe in school,” says DeBoer. “However, when children come in from traumatized backgrounds, those same behavioral strategies can backfire.”

DeBoer stresses being a trauma-informed school is not just about training staff. It’s also about having support for staff by helping them when things are no longer manageable in class, and helping their needier students develop self-regulation and competence with supplemental supports, such as small group or individual counseling.

Northside staff have appreciated the practicality of the information DeBoer has shared thus far, says Huber.

“I think staff appreciate being heard,” says Huber. “Their worries about children are validated, and they feel hopeful for the next stage.”

Boardman hopes her teacher education students will bring the ideas with them to their future schools, realizing options they have in situations where traditional classroom management techniques don’t work.

### **Betty DeBoer’s work at Northside is funded through grants and donations from:**

- The Cleary Foundation
- Franke Foundation
- La Crosse Public Education Foundation
- The Sisters of Perpetual Adoration
- David and Virginia Huber
- Northside PTO
- Department of Public Instruction School Mental Health Project
- School District of La Crosse
- Private donations
- UWL Foundation's Margins of Excellence

### **See it on 60 Minutes**

Oprah Winfrey reports on “Teaching Childhood Trauma” in this recent 60 Minutes video: [www.cbsnews.com/news/oprah-winfrey-treating-childhood-trauma/](http://www.cbsnews.com/news/oprah-winfrey-treating-childhood-trauma/)

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# **My First Semester as a Wisconsin School Psychologist: The Story of My Professional Practice Reassigned Time in the School District of West Salem**

by Dan Hyson, SPY Faculty

I need to start this article with an admission: All 13 years of my experience as a practicing school psychologist were in Minnesota. I understand if this revelation will lead to any cheeseheads reading this no longer being willing to associate with me. It should be noted, however, that, in Fall 2017, I took the first step toward rectifying this situation by arranging to complete my Professional Practice Reassigned Time in the School District of West Salem, my first semester as a Wisconsin school psychologist.

For those who may not be aware, the UWL Psychology Department and school psychology graduate program provide graduate faculty with the opportunity every fourth semester to spend one day per week practicing as a school psychologist in area schools. This arrangement was one of the primary benefits of working at UWL that led to my deciding in Fall 2014 to leave practice and join academia. The current article will describe my experience in West Salem this past Fall and how I have applied that experience to my work with graduate students in the UWL program.

Because the EBD and SLD special education eligibility criteria in Wisconsin are notably different from what I was used to in Minnesota and I was going to be teaching courses in Spring 2018 addressing both sets of criteria, my two primary goals for my Professional Practice Reassigned Time in West Salem were:

1. To assess students suspected of EBD using Wisconsin eligibility criteria and write reports and present at evaluation meetings summarizing the results of these assessments; and
2. To assess students suspected of SLD using Wisconsin eligibility criteria and write reports and present at evaluation meetings

summarizing the results of these assessments.

I was fortunate to be able to be involved with three EBD cases (two initial evaluations and one re-evaluation) at West Salem Elementary that nicely addressed the first of these goals. Being involved with these three cases allowed me to expand the set of sample cases I could discuss with students in the PSY 759: Assessment of Personality and EBD course I teach to first year graduate students.

Specifically, I was able to share the de-identified reasons for referral for each case with the students and help them practice hypothetically choosing appropriate structured observation techniques (e.g., time-on-task, BASC-3 Structured Observation System or ABC) given the referral concerns. I was also able to provide students with de-identified BASC-3 score reports for each case to help them learn how to read and interpret the score reports, including information about Validity Scale items and critical items, something I had not been able to do in the past, since I did not have access to the score reports for other sample cases I had been using. Another piece I had not had access to in the past for sample cases I had shared with students was the background information and other assessment data (e.g., observations, cognitive ability test results). Being involved with these three new EBD cases allowed me to share that information with students as well and help them learn to integrate other assessment information when writing up and presenting BASC-3 data in an evaluation meeting. Finally, because I had three cases available to me, I was able to scaffold students' development of these skills much more effectively, modeling the skills with one case, working together as a class to practice the skills with another and then asking the students to demonstrate the skills on their own on the third case.

## **3-Minute Thesis**

by Rob Dixon, SPY Faculty

Tick...Tock...you see the clock. The audience sees the clock. The months of research, data analysis, and discussing it all in a coherent presentation is on the line. You have one slide. No



props. You must convey your research to a non-academic audience in a concise way. And did I mention that you are judged by an external review panel?

This is the competition that was founded by the University of Queensland in Australia and has been sweeping through the United States. Once reserved for a doctoral dissertation, the field has expanded to include Master's projects as well. The winner of the UW-La Crosse competition went on to the Midwest Association of Graduate Schools to compete for a regional award.

This year, two students competed in a field of twelve: **Shelby Fitzgerald** presented on mental health screening and **Kendal Ursin** presented on trust as a protective factor of burnout. Kendal won the 2<sup>nd</sup> runner-up award.

If you would like to see the competition and the excitement that is generated as the time slowly slipping away, here is the link:

<https://mymedia.uwlax.edu/Mediasite/Play/d4811f7eaec84fe780478dcc079c5f581d?playFrom=1021&autoStart=false>

## **Milwaukee Trip - Experience in January**

by Morgan Schilz, 2<sup>nd</sup> Yr Student

My week at the Milwaukee Public Schools (MPS) was packed full of experiences unique to working as a school psychologist in an urban district. Specifically, I was placed at Burdick Elementary where I was able to spend the majority of my time interacting with the K-8 students. My supervisor for the week, Beth Heffernan, had a variety of activities scheduled each day that I was able to either shadow or participate in, and there were unexpected events that occurred each day as well that further supplemented my experience and helped me understand how different the school psychologist's day-to-day activities can be in MPS. Some activities included participating in restorative justice circles, sitting in on individual meetings with parents and teachers as well as individual and small-group counseling sessions, and co-facilitating a MindUp lesson. MPS has an evaluation team that

completes all initial evaluations in the district, which allows the school-based school psychologists to spend more time working directly with students. The direct work with students is vital in MPS with the severity of needs that often exists at many of the schools in the district. This comprehensive role as well as the diverse population provided a very unique and valuable learning experience.

## **Do you Shop Online? Give "iGive" a Try!**

You can help contribute to send students to Orlando and beyond. The UW-L School Psychology Program has recently been registered as a cause on iGive.com. This is a fantastic opportunity for us to fundraise to support the program and the student organization which helps to fund the yearly trip to NASP!

**WHAT IS iGive?** – iGive.com is an online charity portal that connects you with over 900 stores that care about causes around the country. When you shop at these stores through iGive, a portion of each purchase comes back to your cause in the form of a donation check. It is FREE, FREE, FREE for you and FREE, FREE, FREE for the UWL program, and you pay the same as you would normally – You spend nothing extra!

**WHAT STORES PARTICIPATE?** – Merchants of every kind are members. Some stores include Staples, Macys, Best Buy, 1-800-Flowers, Barnes and Noble, Amazon, Radio Shack, the Apple Store, William Sonoma, and many hotel chains!

### **HOW DOES IT WORK? –**

1. Register for a free account (an automatic \$5 donation will be made to us by iGive because you are a new shopper).
2. Choose UW-L School Psychology Program as your cause.
3. During registration you will install the iGive program, and the shortcut button which allows your browser to automatically recognize when you are shopping at a participating store.
4. Shop like you normally do! If the store is a participant, then a contribution will be made to us on your behalf. You spend nothing extra and UW-L

gets a percentage of the amount you just spent.

**GET STARTED TODAY!** Go to [www.igive.com](http://www.igive.com) to sign up and select **UW-L School Psychology** program as your cause. And start shopping! Then tell your family and friends to do the same! Thank you!!

## Current Students

**Current first year students include:** Alyssa Anderson from North Dakota State; Lindsey Bucki from Winona State; Erin Kahnke from Minnesota State-Mankato; Anna Hamer from UW-Eau Claire; Will Vogt from UW-Green Bay; Addy Green, Victoria Klaas, and Samantha McGarvey from UW-Madison; Hannah Picel from UW-Stevens Point; and Mikayla Mlsna, Alicia Olsen and Ashley Schuh from UW-La Crosse.

**Current second year students include:** Joe Converse from UW-Madison; Kendal Ursin from UW-River Falls; Rachel Pfarr from UM-Duluth; Kayla Fleck and Kelsey Kohlbeck from UW-Whitewater; and Kalli Boland, Shelby (Brown) Fitzgerald, Katelyn Flynn, Lindsey (Grones) Artymiuk, Michaela Keller, Megan Rasmussen, and Morgan Schilz from UW-La Crosse.

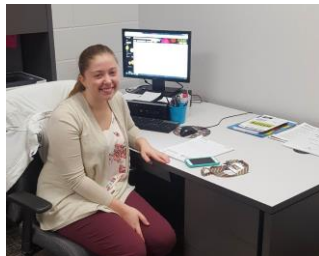
### Current intern names and addresses:

**Ashley Brugger** is working for the Milwaukee Public Schools at the Ninety-Fifth Street School, 3707 N 94th Street, Milwaukee WI 53222, 414.393.4130 and at the Kluge Elementary School, 5760 N 67th Street, Milwaukee WI 53218, 414.578.5006.



She can be reached at [bruggeap@milwaukee.k12.wi.us](mailto:bruggeap@milwaukee.k12.wi.us).

**Merissa Cutter**, is working for the School District of Lomira, 1030 Fourth St., Lomira, WI 53048, 920.269.4396 Ext 116. She can be reached at [mcutter@lomira.k12.wi.us](mailto:mcutter@lomira.k12.wi.us).



**Jennifer Gimmer** is working for the School District of Alma Center, Humbird-Merrillan at the Lincoln Elementary School, 207 East Pearl Street, Merrillan, WI 54754, 715.333.2911, Ext 311 and at the Lincoln Jr/Sr High School, 124 South School Street, Alma Center, WI 54611, 715.964.1005 Ext: 311. She can be reached at



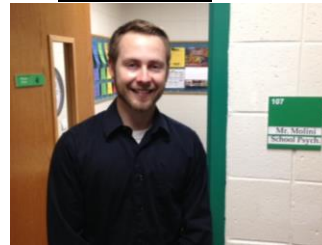
[jennifer\\_gimmer@achm.k12.wi.us](mailto:jennifer_gimmer@achm.k12.wi.us).

**Joe Hames** is working for the Nekoosa School District at the Humke Elementary School, 500 S. Section St., Nekoosa, WI 54457, 715.886.8092. He can be reached at



[joseph\\_hames@nekoosa.k12.wi.us](mailto:joseph_hames@nekoosa.k12.wi.us).

**Matt Molini** is working for the Erin School District, 6901 Highway O, Hartford, WI 53027, 262.673.3720, and for the School District of Hartford Joint 1 at the Central Middle School, 1100 Cedar Street, Hartford, WI 53027, 262.673.8040 x-1154. He can be reached at [Molini@Erinschool.org](mailto:Molini@Erinschool.org) or [molini@hartfordjt1.k12.wi.us](mailto:molini@hartfordjt1.k12.wi.us).



**Lauren Nixon** is working for the Gale-Ettrick-Trempealeau School District at the Trempealeau Elem School, 24231 5th St., Trempealeau, WI 54661, 608.534.6394 and at the Galesville Elem School, 17151 French Rd., Galesville, WI 54630, 608.582.2241. She can be reached at [laurenixon@getschools.k12.wi.us](mailto:laurenixon@getschools.k12.wi.us).



**Lauren Powers** is working for the Madison Metropolitan Area School District at the Leopold Elementary School, 2602 Post Road, Madison, WI 53713, 608.204.4259. She



can be reached at [lkpowers@madison.k12.wi.us](mailto:lkpowers@madison.k12.wi.us).

**Lynsi (Havens) Sherry** is working for the Northfield Public Schools at the Greenvale Park Elementary School, 700 Lincoln Pkwy, Northfield, MN 55057, 507.645.3500 x-13511. She can be reached at



[lsherry@northfieldschools.org](mailto:lsherry@northfieldschools.org).

**Jessica (Shoven) Slack** is working for the La Farge School District, 301 W. Adams Street, La Farge, WI 54639, 608.625.2400. She can be reached at



[shovenj@lafarge.k12.wi.us](mailto:shovenj@lafarge.k12.wi.us).

**Laura Sommers** is working for the Mosinee School District at the Mosinee Elementary School, 600 12th Street, Mosinee, WI 54455, 715.693.2810 and at the Mosinee Middle School, 700 High Street, Mosinee, WI 54455, 715.693.3660. She can be reached at [lsommers@mosineeschools.org](mailto:lsommers@mosineeschools.org).



**Ally Wolf** is working for the Waukesha School District at the Hawthorne LAB School, 1111 Maitland Dr., Waukesha, WI 53188, 262.970.1605 and at the Hadfield Elementary School, 733 Linden St., Waukesha, WI 53186, 262.970.1505. She



can be reached at [wolf@waukesha.k12.wi.us](mailto:wolf@waukesha.k12.wi.us).

**Rochelle Zabadal** is working for the Meeker and Wright Special Educ Cooperative at the Annandale Elementary, 655 Park Street East, Annandale, MN 55302, 320.274.3058 ext. 4031. She is also covering the Annandale Middle School



and High School. She can be reached at [rzabadal@mawseco.k12.mn.us](mailto:rzabadal@mawseco.k12.mn.us).



*Information to share? Call 608/785-8441 (day or night) or e-mail Teresa at [tznidarsich@uwlax.edu](mailto:tznidarsich@uwlax.edu). Also, you can catch up with us on Facebook.*

# Annual Alumni Fund Drive

This spring the UW-L Foundation Office will be calling alumni and asking for your continued support of the UW-L School Psychology Program. The response last year was very encouraging and your gifts were sincerely appreciated.

Please complete the form below and mail to make your tax-deductible contribution. The School Psychology staff and students thank you for your ongoing support of our School Psychology program. This campaign is meant to complement the University's Annual Fund. Please continue to support the UW-L Foundation.

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